**State Support Team Plan for Support of**

**The Ohio National Network of Partnership Schools Model Implementation and**

**Family Engagement Capacity Building**

**October 2020 – September 2021**

**Introduction:**

Ohio’s Statewide Family Engagement Center at The Ohio State University is partnering with the Ohio Department of Education to bring training and technical assistance for the implementation of the evidence based program, the National Network of Partnerships Schools model (NNPS) from Johns Hopkins University. In addition, the partnership builds the capacity of State Support Teams to provide training, technical assistance, and resources to LEAs for implementing high impact family engagement in support of student academic success and well-being.

High impact family engagement activities, as defined by the US Department of Education:

* are purposefully designed and linked to school and LEA achievement goals,
* are embedded into the support structures and processes at the SEA, regional, and LEA levels,
* include training, professional development, teaching and learning, curriculum, and community collaboration, and
* operate with adequate resources, to ensure meaningful and effective strategies that have the power to impact student learning and achievement.

**Funding to State Support Teams:**

The Ohio Statewide Family Engagement Center grant intends to fund State Support Teams at the following levels for the remaining 3 years of the current grant:

**October 1 – September 30**

2020-2021: $15,000

2021-2022: $10,000

2022-2023: $10,000

**There are two priority areas of responsibility for State Support Teams:**

1. Supporting the implementation of the NNPS model with fidelity in three districts across three cohorts.
2. Supporting the development and implementation of a regional plan to advance high quality family engagement practices at the regional, district and building levels.

**Use of Funds by Priority Area:**

1. **Supporting the implementation of the NNPS model with fidelity in three districts across three cohorts (Allowable uses are same as previous years).**
   1. SST staff time for monthly coaching meetings with district leaders, attending OSU sponsored training for SST, District Leader and School Teams (see schedule on website) and for providing monthly coaching support to the district leader on district supports for school-level implementation of the NNPS model. See Coaching Service Plan.).
   2. Purchasing:
      1. Supplies:
         1. Are items under $5,000
         2. Include computers, tablets, printers, books, etc.
         3. Do not include office supplies like folders, paper, pens that would be used outside of grant activities.
      2. Purchased Services:
         1. Are any service contracted and performed by a third-party vendor to accomplish routine, continuing, and necessary functions.
         2. Include software licenses or family engagement programs.
   3. Travel associated costs, if any, for training (hotel, mileage) for SST or district participants.
   4. NNPS SST organization member fee ($500 year 1, $250 per year afterward)
   5. NNPS district membership fees after first year (OSU will pay for district membership for the first year of district membership)
   6. NNPS school membership fees ($500 year 1, $250 per year afterward)
   7. Reimbursement to districts for costs associated with participation in training and meetings, such as substitute pay and supply costs.
   8. Registration costs for SST or district leader to attend additional (non-OSU sponsored) NNPS Leadership Institute.
2. **Supporting the development and implementation of a regional plan to advance high quality family engagement practices at the regional, district and building levels. If additional effort and funding is available (not used to support Priority 1), funding may be used for** **supporting schools’ implementation of practices that are research and/or evidence based**.
   1. Purchasing books and supplies. (See definition above).
   2. SST staff time for attending and planning training, meetings, visiting districts, etc.
   3. Travel associated costs
   4. Reimbursement to districts for costs associated with participation in training and meetings, such as substitute pay and supply costs.

**If you have questions about allowable uses of funds, contact Kristin Meek-Hennon at** [**meek-hennon.1@osu.edu**](mailto:meek-hennon.1@osu.edu)**.**

**Directions for Your “Advancing Family Engagement Regional Plan”**

1. Submit one year Advancing Family Engagement Regional Plan for October 2020-September 2021.
2. The SST 2020-2021 plan is due to OSU and ODE for review and approval by October 15, 2020. Submit to [OhioSFEC@osu.edu](mailto:OhioSFEC@osu.edu)
3. The SST 2020-2021 plan must:
   1. Prioritize training, technical assistance, and/or resources to support high impact family engagement to LEAs in Moderate or Intensive district support categories in the region.
   2. Build the capacity of school leaders, teachers, and families to partner effectively to support student academic and social-emotional learning K-12.
   3. Align to one or more of the Leadership and Facilitation Strategies (See School, Family, Community Partnerships: Your Handbook for Action, pages 261-277).
      1. Create Awareness
      2. Share Knowledge
      3. Align Program and Policy
      4. Celebrate Milestones
      5. Guide Learning and Program Development
      6. Document Progress and Evaluate Outcomes
   4. Connect with the District Leadership Team and Building Leadership Team implementation of the Ohio Improvement Process.
   5. Include expected outcomes and success criteria or evidence of impact.
   6. Demonstrate the schools’ plan for sustainability through policy, new procedures, use of funds.
   7. Address issues of inequity in access and participation of families of students with disabilities, minority groups, grandparent-led, English learners, immigrant/refugee, or highly mobile.
   8. Indicate funding allocated for each action step.
4. Report to OSU (a least quarterly) data on plan activities via the template and submission site provided by OSU.

**Example Plan for Priority Area 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Priority Area 1:** **Supporting the implementation of the NNPS model with fidelity in three districts across three cohorts.** | | | |
| Cohort # and District Name | Description of Items/Services/Memberships to Fund (from list above) | Amount |
| **Example:**  *Cohort 1*  *ABC District* | * *SST NNPS ‘21-‘22 membership, District NNPS ‘21-‘22 membership, 2 School NNPS ‘21-‘22 memberships* * *10 hours teacher pay for afterschool meetings* * *Two computers for the new school Family Resource Center in middle school for use by family members in the Center* * *Funding for a part-time translator to staff Family Resource Center 6 hours a week and attend school meetings with Spanish speaking families* |  |
| *Cohort 2*  *XYZ District* | * *2 School NNPS ‘21-‘22 memberships* * *10 hours substitute pay while teachers attend NNPS training* * *Additional costs will be determined after district and schools develop their Action Plan in spring 2021. We have included $1,000 to support the two school plans.* |  |

**Four, Different Examples of SST Activities for Priority Area 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Priority Area 2: Supporting the development and implementation of a regional plan to advance high quality family engagement practices at the regional, district and building levels.** | | | | | |
| NNPS Leadership Strategy (Handbook page 77) | Activity to address the Leadership Strategy | Describe how the activity will be aligned to the OIP and inequities that will be addressed. | Expected outcomes. (Ex. Adult behavior change, student achievement or well-being, equity, policy and/or practice.) | \*Items/Services to be Purchased | Amount |
| **Example 1.** Guide learning and program development | Provide NNPS model training for up to 5 additional districts in our region. | District Leader for NNPS will report on progress to DLT. Building teams will report monthly to BLT. Building Action Plans will be aligned to district goals for learning, climate, and behavior. Family representatives will be members of DLT and BLT.  Each building will include an action step directed at improving access and opportunity to families of English learners. | * District leaders have knowledge and skills to lead the implementation of the NNPS model in their schools. * Number of schools with active Action Teams (that include parents) with One Year Plan for Partnerships. * Number of schools that complete the Annual Evaluation of Activities * SST staff feel confident and capable of supporting the NNPS model implementation in local districts. | * First year memberships for district and three schools. * Meeting supplies * Substitutes * $1,000 of support per district for supplies or other costs to implement Action Plan. |  |
| **Example 2.** Create Awareness | Provide a series of on-line trainings for schools about communicating (two-way) with ALL families during remote learning | Practical strategies will be provided and practiced for communicating with families without internet access, racial minorities, families who speak languages other than English, who had a negative experience with the school, who are grandparents, and who are foster families.  Strategies for collecting data to track effectiveness of communication strategies will be shared. Schools will be encouraged to track equity of communication for all families within TBTs. | * School staff will implement new, two-way communication practices. * Schools monitor impact of communication practices and make adjustments to increase effectiveness. * Schools track equity of communication for all families within TBTs. * Families are consulted in the development of communication practices. | * Staff time to develop and implement training. * Software license cost for creating short modules to accompany fact-to-face training * Video equipment to capture video of training sessions |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Example 3.** Document progress and evaluate outcomes | Provide training and technical assistance to 3 districts for developing a system of measuring and monitoring impacts of family engagement. | Reports of data would inform DLT and BLT planning. Data collection would help to identify disparities in access and opportunities for students and their families. | * Districts have a family engagement data monitoring system. * Family Engagement data is included regularly in DLT and BLT agendas. * Data monitoring includes disaggregated measures to allow for examination of inequities. | Staff time to develop and implement training, tools, and coaching. |  |
| **Example 4.** Guide learning and program development | Provide training and coaching to school staff for implementing home visits as a Tier II strategy for addressing chronic absenteeism | School attendance data will be monitored and used for the selection of families to receive home visits and to measure impact. BLT will include progress reports on training and implementation of home visits.  Training will include Equity Literacy and antibias practices. | * Number of school staff members trained. * Number of home-visits conducted. * Schools track impact on chronic absenteeism. * Training for schools has clear learning targets. | * Cost of training * SST staff time for planning and coaching |  |

**Advancing Family Engagement Regional Plan**

**2020-2021**

**Region: \_\_\_\_\_\_\_\_\_\_\_ SST Contact Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Priority Area 1:** **Supporting the implementation of the NNPS model with fidelity in three districts across three cohorts.** | | | | | | |
| *Cohort # and District Name* | | *Description of Items/Services/Memberships to Fund* | | | | *Amount* |
|  | |  | | | |  |
|  | |  | | | |  |
| **Priority Area 2: Supporting the development and implementation of a regional plan to advance high quality family engagement practices at the regional, district and building levels.** | | | | | | |
| NNPS Leadership Strategy (Handbook page 277) | Activity to address the Leadership Strategy  *Indicate district(s) or school(s) if possible* | | Describe how the activity will be aligned to the OIP or district’s systemic improvement process and inequities that will be addressed. | *Expected outcomes and success criteria or evidence of impact. (Ex. Adult behavior change, student achievement or well-being, equity, policy and/or practice.)* | Items/services to be purchased | Amount |
|  |  | |  |  |  |  |
|  |  | |  |  |  |  |
|  | | | | | | **Total:** |